Patterson High School

Teacher: Ms. Nichols Lesson Date: Monday, November 21

Subject: Psychology Unit Title: Lifespan + Development

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  **CLG Three for Unit 2: Parenting styles and social development (2 days)** | | **Agenda:** *(What is the snapshot of my class flow?)*  **Do-now, recap Fri in groups, film clip, notes, hot seat, exit ticket, closing** | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will be able to apply Kohlberg’s theory of moral development by reviewing and analyzing data from Kohlberg’s moral development theory + discussing. Students will be able to analyze different parenting styles by watching a film clip, predicting vocabulary + taking notes, developing assessment questions and answering in a game, answering the questions in an exit ticket, and recapping why this information matters as a class. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  **Do now (*answered in journal)*:**  Students can choose to answer one of two uestions posted on the PP slide; one about Toddlers and Tiarras—how might this impact the child’s development? And one as a recap on Kholberg; if you could rob a bank and no one would know, there is no way you would get caught, would you do it? Explain.  **Completed by 12 pm; student will stamp.** | | Preview with visuals |
| 5 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **@ 12:00 pm,** teacher will recap do-now and lead students through 3 question opinionaire + discussion:  You shouldn’t cheat in school because cheating is against the rules.  You shouldn’t cheat in school if there is a good chance that you will get caught.  You shouldn’t cheat in school because then you aren’t helping yourself to learn, to become a stronger, citizens, etc.  Teacher will explain that we are trying to figure out HOW students in this school reason, and that’s what we are going to wrap up today. | | Opinionaire |
| 3-5 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  **@ 12:05 pm** Teacher will recap Friday’s lesson on Kholberg’s stages of development using PP slides and guiding students through the reading. Students will record a general idea of the theory in their notes and annotate the packet as the instructor points out key features of the theory. | | * Recap using PP slides |
| 15 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  **@ 12: 10 pm** Class will begin by splitting into groups; those that were in class on Friday and those that were not. Students who were not in class on Friday will assess their own level of development; those students that were in class will continue to assess the moral development of their peers and will prepare to present their findings with the group. Class will discuss their findings and teacher will prompt students to consider if and how a school should respond to these levels of development. | | Survey + analyze data |
| 25 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **@ 12: 25 pm,**  For second part of the lesson cycle, teacher will show a clip from Toddler’s & Tiarras and have students discuss how the parents are shaping the development of the child. | | * Video clip |
| 10 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  **@ 12: 35-40 pm,** Teacher will transition and have students record that children are making sense of the world around them; parenting plays a large role in this development (review schemas briefly)  Teacher will then have students preview the vocabulary of types of parenting; then lead students through a PP presentation in which students use the vocabulary to determine which type of parenting is being described. | | * PP slides, students predict and analyze |
| 20 mins | **Practice as a class**—  **@ 12:50 pm** students will work in groups to draft 3 questions per person from any part of **childhood** for a review game of hot seat. Teacher will push students to have questions that are lower level and higher lever.  Followed by a game of hot seat. | | * Drafting questions |
| 7 mins | **Evaluate understanding:**  **@ 1:10 pm** Teacher will create an exit ticket using questions written by student on note cards; students will turn in on their way out the door. | | * Exit ticket from student created questions |
| 5  mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Ball toss/WHY it matters; student lead. | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  HW: review of infancy worksheet | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  PP slides + video clip. Note cards, worksheets for HW, ball |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |